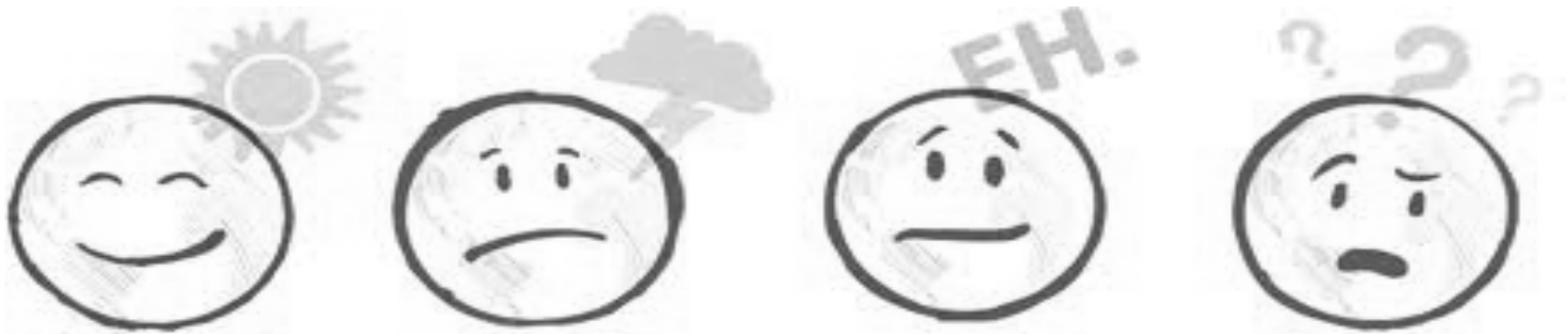


Learning Guide for
“Creating a Culture of High Expectations”
Leading Change: June 25
Session: 3:00 – 4:30pm



Who are your AZLEADS facilitators for this session?



Sid Bailey

- Director of AZ LEADS³
- 34 years in education
- 26 years in high school administration
- 14 years as high school principal
- 6 years in district office

Contact me at :

602-364- 2068

sid.bailey@azed.gov

Tess Lauffer

- Lead Coach AZ LEADS³
- 26 years in education
- 17 years in high school administration
- 7 years as high school principal
- 8 years coaching administrators

Contact me at:

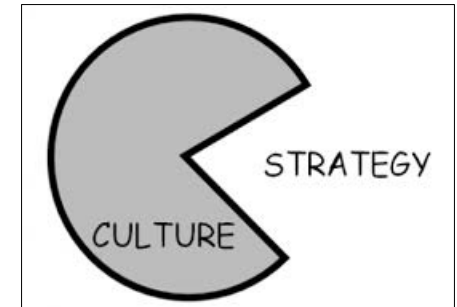
623-229-0739 (cell)

tlaufferleadershipcoach@q.com

Today's Sessions:

Creating a Culture of Adult Learners

- ✓ A “Culture of Learning” Defined & Described
- ✓ Essential Beliefs about Adult Learning (and implications)
- ✓ Motivation and Teacher Efficacy
- ✓ 5 Leadership Steps to Start Now



Creating a Culture of High Expectations

- ✓ A “Culture of High Expectations” Define, Described, Impact
- ✓ The Growth Mindset as a starting point
- ✓ Principles of Learning to practice the “If....Then...” muscle
- ✓ 5 Leadership Steps to Start Now

Strategy + Structure + Culture



dreamstime.com

Concept taken from the book, “Taking People With You: The Only Way to Make Big Things Happen” by David Novak, (2012)

What does it mean when the school culture is a place of “high expectations...”

- ✓ accelerated rigor in the curriculum?
- ✓ extreme pressure on the staff?
- ✓ student displays of stress?
- ✓ a focus on achievement & winning?
- ✓ lots of pep talks?
- ✓ sorting out only “those who can?”



What is the difference between “high standards” and “high expectations?”

High Standards

*Where in the ACCS
do we specifically see
high standards?*

High Expectations



Bailey/Lauffer AZLEADS

Predict...

If ADULTS have high expectations for themselves, what might be the impact on students and their learning?

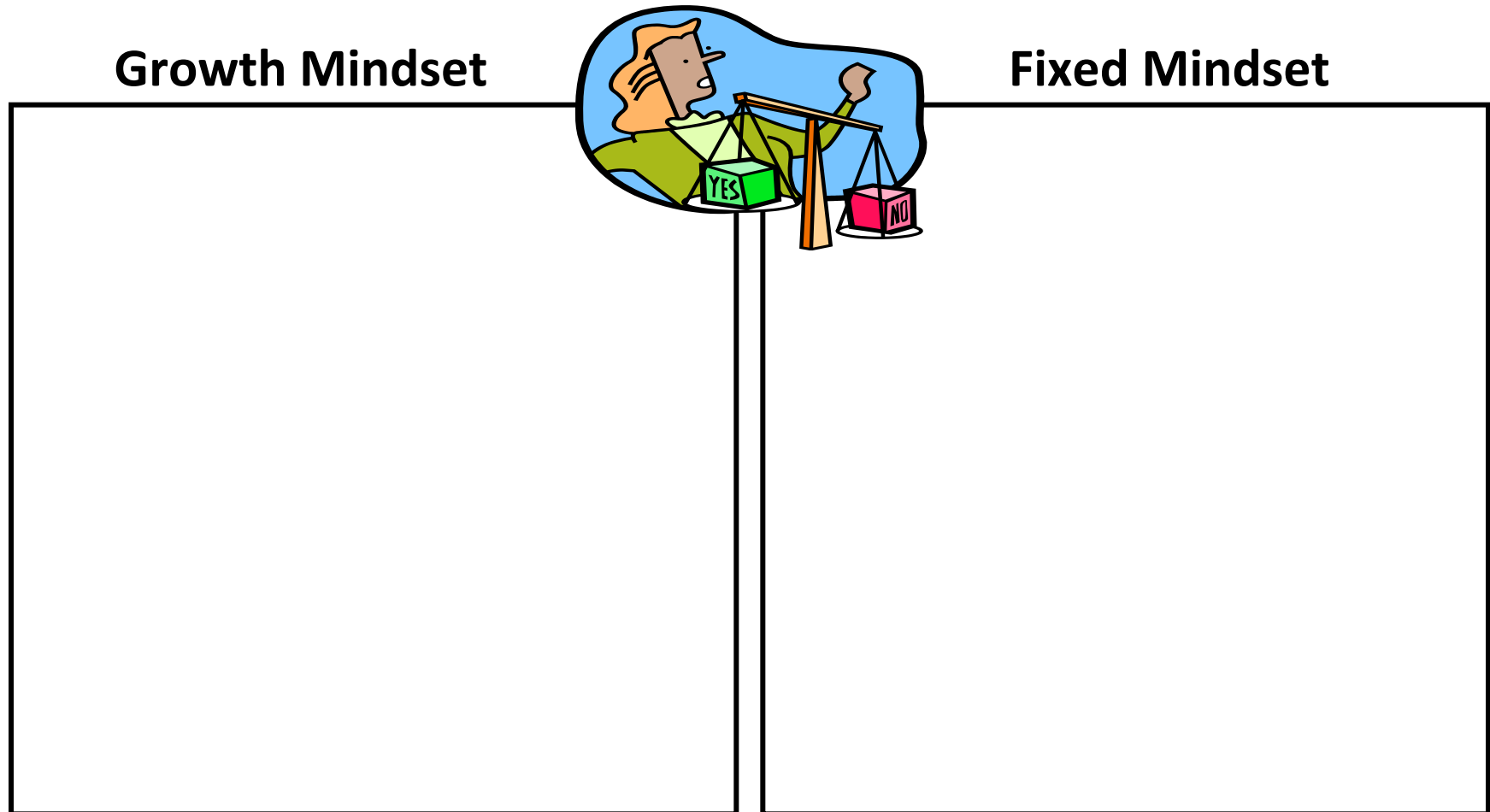


Identifying the “Growth Mindset” vs. the “Fixed Mindset”



Bailey/Lauffer AZLEADS

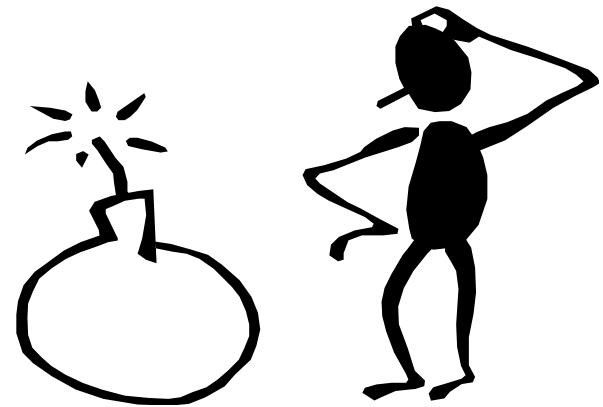
Close Reading and Structured Discussion: “Growth Mindset” article : List Descriptors



Taken from the work of Carol Dweck on “Mindsets”

Working people through their mindset requires some self-awareness...

1. Start with thinking....(less obvious sometimes)
2. Then move to behaviors (more obvious) that are based on values, beliefs, meanings assigned.



Mental Models: How we “see” the world

We see and believe what we are conditioned to by our context and personal history.



But how we choose to think about our experiences, is a CHOICE.

My Favorite “NO”

[https://www.teachingchannel.org/
videos/class-warm-up-routine](https://www.teachingchannel.org/videos/class-warm-up-routine)

Developmental Model of Adult Learning called “Levels of Mental Complexity”

Mental Complexity	Description	Might Look Like
Socializing Mind	A person who faithfully follows leadership, a good team player	A person sees flaws with the plan but goes along with to be harmonious.
Self-Authoring Mind	A person who authors and holds steadfast to a view, a problem-solver	A person argues his data interpretation and listens only to defend his ideas.
Self-Transforming Mind	A person who can critically examine his own view and “re-author” a more comprehensive view	A person can see that past decisions did not yield desired results and can elicit feedback and transforms his approach.

Taken from: Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization. (Kegan & Lahey, 2009)

Also strongly referenced in the work: *The Skillful Team Leader* by Elisa MacDonald (2013)

*To help a person take “learning risks”...
a leader may have to uncover competing beliefs.*

Effort produces achievement. - OR -

Effort is something required of those less capable.

Successful learning does not involve failing. - OR -

Risk-taking and failing are a part of successful learning.

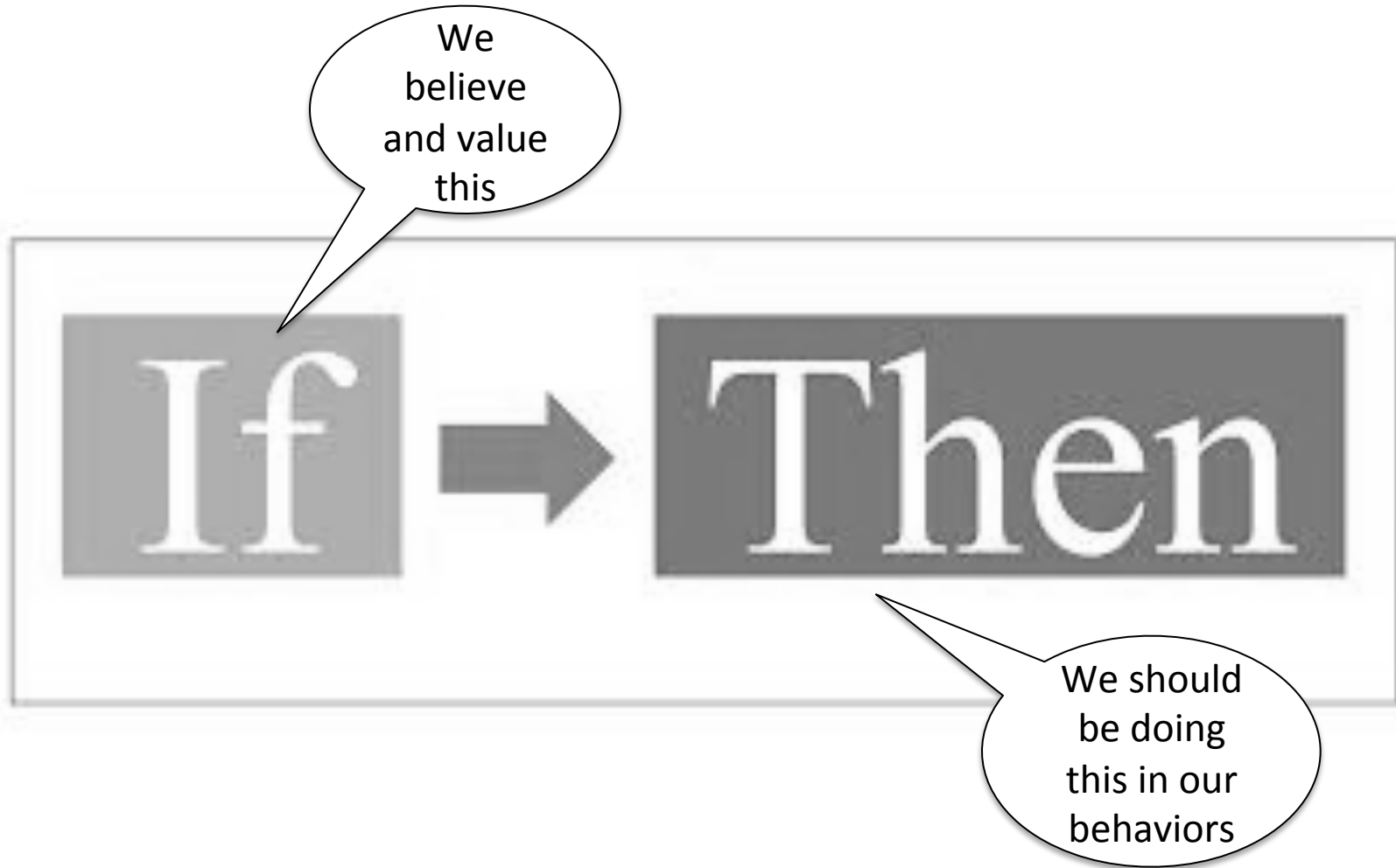
I should only do things I am good at. -OR-

I should try new things to learn and grow.

Resistance means someone is unwilling or incapable. –

OR-???????????

The “If....then....” relationship



“Principles of Learning & Their Implications” by Peter Hill (NISL)

5 Principles of Learning

1. Effort produces achievement
2. Learning is about making connections
3. We learn with and through others
4. Learning takes time
5. Motivation matters

5 Principles of Teaching

6. The teacher matters
7. Focused teaching produces accelerated learning
8. Clear expectations and continuous feedback activate learning
9. Good teaching builds on strengths and respects individual differences
10. Good teaching involves modeling what students should learn



Action Steps

- ✓ Look for and listen to *uncover mindsets* and practices that support learning and growth.
- ✓ Stay focused on collective results. Keep data in front of people and don't confuse activity with progress.
- ✓ Create *short term wins* to help “rewire” the past experience and begin to build new capacity
- ✓ Combine *high expectations with support* that's scaffolded to achieve results
- ✓ Tie expectations to the *vision's values*:
this is what matters most to the work we do.



Contact Information:

AZLEADS: Leadership Development (ADE)

Sid Bailey, Director 602-364-2067

Sid.bailey@azed.gov

Tess Lauffer 623-229-0739

tlaufferleadershipcoach@q.com

(Staff Developer, Facilitator, Lead Coach)